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ABSTRACT

A comprehensive guide for observers using the Pupil Activities Record--Revised (PAR-R), this manual covers procedures followed in systematic observation of a student's classroom activities for the period of one instructional day. The manual provides general information about the purpose and design of the PAR and explains the revisions, which were made in order to collect additional data including the amount of language arts instruction received, mode of instruction, and characteristics of the teacher's questioning strategy. Guidelines are included for recording each of the twelve variables observed: place of instruction, activities during no instruction, basic skills instruction, instruction other than basic skills, adult contact and group size during basic skills instruction, time spend on- and off-task, teachers' use of verbal and nonverbal signal systems, language of instruction, mode and content of instruction, and types of instructional questions used by the teacher. Appendices contain the PAR-R observation form, interrater reliability correlations, and a sample computer printout giving time spent on classroom activities by students observed in Title I, Non-Title I, Title I Migrant, and LESA (Limited English Speaking Ability) programs. (JH)

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MANUAL FOR THE USE OF THE

PUPIL ACTIVITIES RECORD--REVISED (PAR-R)

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PREFACE

This manual is designed to describe how to use the Pupil Activities Record--Revised (PAR-R). The PAR-R is a systematic observation instrument that was constructed for use by Title I, Title I Migrant, Title VII, and Local/State Bilingual data collection personnel during the 1978-79 school year. The PAR-R is a revised version of the Pupil Activities Record (PAR) (see Publication Number: 76-73).

In writing this manual, an attempt was made to describe the procedure for using the PAR-R in terms general enough to allow its application to any classroom observation situation, yet specific enough to anticipate potential problem areas relative to the projects for which it was developed.

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DEVELOPMENT OF THE PUPIL ACTIVITIES RECORD--REVISED

The PAR-R, a systematic observation instrument, was designed to provide an objective description of the instructional activities in Title I, Title I Migrant, Title VII, and Local/State Bilingual classrooms. Information on the instructional activities in classrooms was necessary in order to answer the basic question: What is the amount and kind of instruction provided to students during an instructional day? Accordingly, observational emphasis was placed on the activities of the individual student (rather than on general classroom characteristics or teacher characteristics) as a means for obtaining a more direct, less inferential measure of the instruction delivered to students, especially those identified for compensatory services.

Revisions to the PAR were made in order to answer these additional questions: How much language arts instruction is provided to students in schools which have adopted each of the Title I reading models? In which content areas do students receive language arts instruction? To what degree are characteristics of the Direct Instruction Model (Evertson, 1977) being implemented in the schools?

The design of the PAR-R provides for the observation of one student's classroom activities, across subject areas, for the period of one instructional day. Day-long observation of randomly selected students, combined with a random selection of observation days, were considered to provide a more representative picture of the on-going instructional activities than would a briefer observation.

Some research evidence indicates that the presence of an observer in the classroom tends to affect the nature of the activities occurring. However, since the presence of an observer was a constant situational variable, it was felt that the effect of an observer's presence would be equal for all students and would not affect the validity of comparisons made between groups of students.

The PAR-R employs a time-sample system which requires that the observer record his/her determinations at the end of every minute. A one-minute time duration was selected as appropriate, since a period of less than one minute would have required an inordinate amount of attention by the observer to the form (to the detriment of observational accuracy), and a period of more than one minute would not have been a sufficiently sensitive indicator of the activities transpiring.

Several dimensions of pupil activities are measured by the PAR-R. These are: the amount of time a student spends in each instructional area, the amount of time the student is on- and off-task in basic skills area, the activities that occur during periods of no instruction, the size of the instructional group in which the student functions, the amount of instructional contact the student has with adults, the place in which instruction is occurring, and the instructional materials used by the student.

Revisions to the PAR have made possible the collection of the following additional variables: mode of instruction, content of instruction, characteristics of the teacher's questioning strategy, and the use of a signal system.

Instrument development was completed in the fall of 1978. The PAR-R was field tested in classrooms and revised several times prior to the production of the final forms. Some subsequent modification of procedures occurred in response to situations encountered in classrooms and have been incorporated in this manual.

GENERAL PROCEDURES

Before Entering the Classroom

1. Be familiar with procedure for using the observation form.

2. Prepare the materials needed for the observation the day before. The observation number, observer's code, date, and school can be coded on the observation form ahead of time.

3. Verify the status (identified or not identified for services) of the student and alternates to be observed.

4. Have pencils and clipboard ready.

5. Have a stop watch or a watch with a sweep second hand. (If using a watch, set it on school time. Note: School clocks frequently do not have the same time. When in doubt, use the classroom clock).

6. Carry an extra observation form and extra reaction form.

7. Know the location of the school.

8. Dress appropriately and always wear a school I.D.

9. Familiarize yourself with the names of staff (principal, assistant principal, secretary, etc.).

10. Arrive at the school 10-15 minutes early and be sure to check in at the school office.

11. Introduce yourself, state which program is represented, and the purpose of the visit. (When ready to leave the school, be sure to check out at the office).

In the Classroom

1. Enter the classroom quickly.

2. Introduce yourself to the teacher or otherwise indicate your presence. If it is the first class you have entered that day, ask the teacher to identify the student selected for observation and the alternates. Otherwise, do not offer any comments unless specifically asked by the teacher.

3. Select an out-of-the-way place to sit so that all classroom activities may be observed and as many as possible overheard. You may change your location during the observation; however, walking around the room should be avoided.

4. Do not make conversation with the students. If one of them begins making conversation, tell him/her that you cannot talk because you must do your work.

5. If you must leave the classroom, either to follow the student or for personal reasons, do so in a manner which does not disrupt the class.

Before Leaving the Classroom

1. Check to see that you have all your belongings with you.

2. Thank the teacher for his/her cooperation.

3. You may answer teacher queries about the purpose of the observation and nature of the observation form, but do not offer any comments about the identity of the student observed or the outcome of the observation.

After Leaving the Classroom

1. Leave a reaction form in the teacher's mailbox. (It may also be left with the teacher.)

2. Check out at the office.

Notes About Scheduling Observations

Procedures will obviously vary from year to year and from project to project, but some general guidelines follow.

1. Before scheduling observations, check the AISD calendar for staff development days and holidays. It may be advisable to avoid scheduling observations on days just before and just after major holidays.

2. In scheduling observations, leave some open days for make-up observations.

3. Keep an accurate monthly calendar of the schools and classes you will be observing. (It may be helpful to carry a copy of this calendar with you.)

4. In the event that a scheduled observation cannot be conducted, have some alternative procedure for scheduling a new observation.

DIRECTIONS FOR COMPLETING THE PUPIL ACTIVITIES RECORD--REVISED (PAR-R)

The observation instrument was locally constructed for use in the Austin Independent School District (AISD) by Title I, Title I Migrant, Title VII, and Local/State Bilingual data collection personnel. Its design provides for the observation of one student's classroom activities, for the period of one instructional day, across subject areas. An observer with a stop watch or a watch with a sweep-second hand is required. The instrument employs a time-sample system which requires that the observer make several determinations at the end of each minute of observation.

DESCRIPTION OF INSTRUMENT

The instrument is made up of a mark-sense form designed to be read by an IBM Model 3881 optical scanner. The form must be completed with a soft-lead pencil. Each two rows of response bubbles represents one minute of observation time. Fifteen minutes of observations are recorded on each form. A six-and-a-half hour observation day requires 26 forms. One-minute time units from :01 to :00 (:60) are listed in the left-hand margin as an aid to the observer. The hour during which the observation is taking place is inserted to the left of the colon.

IDENTIFYING INFORMATION

The lower portion of the form is reserved for the following identifying information: Page, Grade, School, Project, Observation Number, Observer Number, Student I.D., Date. This information must appear on the first form for each day's observation. On the remaining 25 forms, only the Page and Observation Number should be filled in. Each Page is numbered successively from one to 26. Grade is the grade placement of the student being observed. Code kindergarten as 0; code pre-kindergarten as 00. Project is the program serving the student:

TIT 1 = Title I

MIG = Title I Migrant

LESA = Limited English Speaking Ability

1 = Non-Title 1

Observation numbers and Observer numbers are assigned by each project. Student I.D. is the District's seven-digit I.D. number assigned to the student being observed. Date is the date of the observation.

The remainder of the form is divided into sections by vertical columns. Printed across the top of the page from left to right, the sections are: PLACE, NON-INSTR, OTHER INSTR, BASIC, ADULT, GROUP SIZE, TASK, SIGS, LANG, PRED MODE, SEC MODE, CONTENT, SCOP, RESP, APPR, CORR, SUST, SCOP, RESP, APPR, CORR, SUST, and NOTES.

A description of each of these variables is provided below.

Observed Variables Recorded on the PAR-R

PLACE (Place of Instruction)

In this section, the observer records the place where instruction was delivered for the minute preceding check-off. If instruction is delivered somewhere besides Classroom, Reading Laboratory, or School Library, the Other category should be used. The coding is done as described below:

C = Classroom
LAB = Reading Lab
LIB = Library
OTHER = Other

NON-INSTR (Activities During No Instruction)

This category contains the following five subcategories:

D = Directs - Student under observation is listening to directions from teacher that are not instructional in nature--that is, directions related to *what the student is to do rather than how* the student should do something. Examples of noninstructional directions that would be coded under Directs - No instruction are: "Get out your book," "Don't open your books until I tell you to," "Now turn to page 95," and "Do problems 1-10." Examples of instructional directions would be "Match the words in column A with the words in column B that have the same meaning," or "Fill in the blanks with the words from the list on page five that will make the sentences true sentences." If a teacher directs students to copy down the information that she is going to write on the board, it would be coded as Directs - No Instruction (waiting) while the student waits for the teacher to write out the information. When the student begins to copy the information down, the appropriate subject under OTHER INSTR or BASIC should be coded. Generally the content coded would be "Other."

HC = Housecleaning - Student under observation is involved in cleanup activities of some kind such as wiping down tables, throwing away papers, etc. This does not include transitional activities such as putting up materials and clearing desk for next activity.

CC = Class Control - Teacher is engaged in classroom management which affects the student under observation so that no instructional activities are occurring for the student.

T = Transition - Student is involved in shifting from one activity to another. This would include putting up materials, getting out materials, moving from one area of the room to another, and erasing of blackboards in preparation for new activity. All lining-up time would be coded here, as would any time

between activities when the student is waiting for the teacher to initiate the new activity.

Note: *Time spent at the beginning of the day for "settling in," roll call, taking up lunch money, p.a. announcements, etc., would be coded under Other - No Instruction, not under Transition.*

O = Other - Student under observation is not involved in instructional activity for some reason other than those listed in the four subcategories above. This would include waiting for teacher instruction other than during Transition. *The student is not receiving instruction for some reason that is out of the student's control.*

A special instance of No Instruction arises when the student under observation has been given "free time" or has finished the task assigned by the teacher. The student has no specific task other than to remain quiet and not disrupt other students. *If* the student chooses *not* to initiate an instructional activity such as reading a book or working on homework, the observer should record Noninstruction as Other. If the student initiates an instructional activity, the observer should record the activity as Ontask under the appropriate instructional area. Should the student cease the activity and engage in nondisruptive but noninstructional activity (e.g., staring out the window, talking quietly, etc.) the observer will again employ the No Instruction category, rather than the Offtask subcategory of the instructional area in which he/she had been working, since there was no assigned task to be offtask from.

OTHER INSTR (Other Instruction)

In this section the observer records the area of instruction of the student's activity when it is not in the BASIC SKILLS. The coding is done as described below:

A = Art
M = Music
PE = Physical Education
LU = Lunch
BC = Between Class
O = Other
EXP = Extended PE (Formerly recess)

BASIC (Basic Skills Instruction)

In this section the observer records the Basic Skill area of instruction or the activity the student engages in. The observer selects categories for check off depending upon the student's *predominant* activity if more than one activity occurs within the one-minute time segment immediately preceding. In addition, for the basic skills categories (i.e., Reading/Language Arts, Mathematics, Social Studies, and Science), and for Undetermined, the observer records whether the student is ontask or offtask.

A description of each category, along with definitions of Ontask and Off-task follows:

R = Reading - Student is involved in some reading or language arts activity during time allocated for instruction in reading or language arts (e.g., reading aloud in a group, reading silently at desk, doing exercises in a spelling workbook, playing a language game, or doing writing exercises).

The viewing of educational television programs aimed at the development of language skills, such as Sesame Street, Electric Company, and Carrascolendas, should be recorded in the Reading/Language Arts category.

M = Mathematics - Student is engaged in activity related to mathematics (e.g., receiving instruction in mathematics, figuring solutions to problems, using mathematics-related materials, etc.).

SS = Social Studies - Student is engaged in activity related to social studies (e.g., receiving instruction in social studies, making and/or coloring a map, watching a social studies film or educational television program, researching a report for social studies in the library, etc.).

S = Science - Student is engaged in activity related to science (e.g., receiving instruction in science or health, working on science project, performing experiments, viewing film or educational television program, etc.).

? = Undetermined - Student is engaged in an instructional activity such as an educational game, whose nature is unclear to the observer. If the observer can eventually determine the nature of the activity, the coding should be changed to reflect the proper instructional area.

CG = Guidance Activities - The student is engaged in a guidance or counseling activity led by the counselor.

ADULT (Adult Contact)

Adult contact is recorded only when a BASIC category has been coded. To record Adult Contact, the observer records the adult(s) who had contact with the student under observation during the preceding minute. *The observer should record any adult contact regardless of its instructional content or length of occurrence.* (The contact does not have to have predominated during the preceding minute.)

If the student has contact with more than two adults, the observer should check off the categories corresponding to the two adults whose contact with the student was most predominant. If the student has contact with two classroom teachers, as will occur in team-teaching situations, the observer should record the first contact as classroom teacher. Contact with the second classroom teacher should be coded as "Other" and an explanation placed in the notes column.

If the student was working on assigned activities, singly or in a group, without contact with an adult, the appropriate response would be to leave this section blank. This response would likewise fit if the student was watching a film, film strip, or teaching machine, without adult contact. However, if instruction occurred concurrent with or at some time during such viewing (of a film, etc.), the observer would mark the appropriate Adult Contact category.

If the student has adult contact with someone not included in the categories, such as Title VII aides or other resource persons, then "Other Teacher" should be checked. Explanation should be made in the notes column at the right side of the observation form. For each "Other Teacher" entry, time should be noted in the event of multiple entries.

Adult Contact is not recorded when the Area of Instruction or Activity is not in the basic skill area.

ADULT is coded as follows:

T = Classroom Teacher
C = Counselor
OT = Other Teacher
TI = Title I or Title I Migrant Teacher
TA = Title I Aide
OA = Other Aide (Title VII)
BLANK = No Adult Contact

GROUP SIZE

Group Size is recorded only when a BASIC category has been coded. To determine the group size the observer counts the number of students involved in an activity with the student under observation. If no other students are involved in an activity with the observed student, Group Size is recorded as one. Some specific guidelines follow:

If the student under observation is engaged with four other students and the teacher in a reading activity, Group Size is *five* if the student under observation: a) reads aloud while the other students listen and follow silently, b) listens with the students to the other reading, or c) listens with the other students to the teacher. Group Size is *one* if the student under observation: a) reads silently while the other students read silently, b) receives instruction from the teacher while the other students read silently, or c) reads silently while the teacher gives instruction to the other students.

If the student under observation is watching a film with nineteen other students or listening to the teacher read aloud, Group Size is *20*.

If the student under observation is working alone on a class assignment or taking a test, Group Size is *one*. This is true even if the student under observation is doing the same task that the other students are doing.

When the student under observation is offtask, the observer should record Group Size as the number of students engaging in the instructional activity in which the student is supposed to be taking part.

Group Size is not recorded when Area of Instruction or Activity is Between Classes, No Instruction (including all categories under No Instruction), or categories other than those under Basic Skills. *Group Size is recorded only for activities recorded under Basic Instruction.*

When coding Group Size, use the bottom row of numbers to indicate a size up to nine. Use a combination of the two rows to indicate a size larger than nine. For example, 23 would be represented as:

TASK (Ontask/Offtask)

Examples of Ontask activities are working within a group on a class assignment, listening to a lecture, and reading assigned material. Examples of offtask activites are horseplay, talking during a lecture, and sleeping. Ontask/Offtask is coded as follows:

Y = Ontask
N = Offtask

Offtask is coded as long as a student is offtask.

SIGS (Signal System)

A signal system is a verbal or non-verbal signal which conveys specific information to the student apart from that normally associated with the signal. The use of a signal system implies that instruction has been provided to the students regarding the nature of the signal and what their response to the signal should be. For example, using a bell to signal the time to move from one task to another or the use of the words "zip up" to tell the class to be quiet are uses of a signal system. "Put up your books," however, would not be coded as signal system since the phrase carries no meaning in addition to the meaning of the words. Each minute that a signal system is used during instruction in the basic skills, the observer codes as follows:

V = Verbal signal system used
N = Non-verbal signal system used
BLANK = No signal system used

LANG (Language of Instruction)

The predominant written or spoken language is coded for each minute of instruction in the basic skills. The codes for recording language are as follows:

BLANK = English was the predominant language.
S = Spanish was the predominant language.
M = A mixture of English and Spanish closely interspersed (within one sentence or alternating English and Spanish every sentence or two) was predominant
? = Undetermined (observer cannot hear)
NL = Nonverbal

PRED MODE, SEC MODE (Mode of Instruction)

In these sections the observer codes the mode of instruction whenever the student being observed is participating in instruction in one of the basic skill areas. A primary mode is one which occurs for more than 30 seconds; a secondary mode is one which occurs for less than 30 seconds during the one-minute time segment. The categories coded include:

R = Reading (silent or oral)
W = Writing (pencil to paper)
L = Listening/Attending (watching filmstrip)
S = Speaking
NL = Non-Language (manipulating objects with hands, cutting, pasting, performing pantomines)

CONTENT (Content of Instruction)

The observer records the content of instruction when the observed student is receiving instruction in one of the basic skill areas. As many as three content categories may be coded during each one-minute time segment. Content should be coded as follows:

C = Comprehension
L/P = Listening/Attending and Perceptive Skills
H = Handwriting
O = Oral Expression
R = Reading
SP = Spelling
V = Vocabulary
WAS = Word Attack Skills
WC = Writing Composition
SS = Study Skills
WG = Grammar
LIT = Literary Skills
OTH = Other

A description of each content category follows.

Comprehension: This category is used at all grade levels. At the primary level it consists of remembering things from stories read aloud, sequencing events logically, following simple oral directions, following simple printed directions, recalling things from stories read, drawing simple conclusions, using context clues in word attack, seeing cause and effect, distinguishing fact from non-fact. At the intermediate level, it consists of selecting main ideas, drawing logical conclusions, predicting outcomes, locating significant details, recalling sequences of events, recognizing feelings and attitudes of characters, retelling stories with detail, identifying analogous situations. Math Computation would also be coded as comprehension.

The following criteria are used to identify Comprehension:

1. States or locates the main idea and relates supporting details.
2. Recalls specific facts and details.
3. Recalls and arranges sequences of events in proper order.
4. Distinguishes between facts and opinion; fiction and nonfiction.
5. Explains or perceives cause and effect relationships.
6. Makes inferences and draws logical conclusions.
7. Identifies figurative language (ex: personification, metaphors, etc.)
8. Describes feelings and attitudes of characters.
9. Identifies analogous relationships (Duck is to swim as bird is to fly).
10. Identifies author's motive.
11. Predicts probable outcome.
12. Follows written and oral directions.
13. Reads for a definite purpose (ex: for pleasure, to obtain answer to question or to obtain general idea of context).
14. Cloze procedure (filling in words orally or in written form; e.g., The bear was _____ on the ground.).
15. Math computation.
16. Comprehends the meaning of new words heard/read in context.
17. Takes a test.

Listening/Attending and Perceptive Skills: This category includes activities designed to develop good listening and attending skills, and auditory and visual activities designed to teach differences and similarities in sounds, words, slopes, and letters. The following criteria are used to identify Listening/Attending and Perceptive Skills.

Listening/Attending Skills:

General Listening Skills

1. Adjusts physical conditions to promote listening (closing a door to outside noise, requesting a speaker to speak more loudly).
2. Observes factors of a good listening climate: attention, silence and courtesy.
3. Focuses attention on person or group speaking (not interrupting or distracting).
4. Waits for another to finish speaking before responding.

Attending Skills

5. Listens and identifies various environmental sounds (rumbling, whistling, tapping, dripping, clapping, singing, etc.).

Perceptive Skills: Developing the ability to make discriminations in the five senses.

Auditory

1. Repeats pronounced two- and three-syllable words.
2. Hears minimal differences in words.
3. Has beginning awareness that some words begin with the same sound.
4. Has beginning awareness that some words rhyme.
5. Associates sound/symbol relationship.
6. Recognizes spoken words with same initial sound.
7. Recognizes spoken words with same final sound.
8. Hears rhyming words.

Visual

9. Sees likenesses and differences in: colors, shapes and designs, orientation and size, letters, words.
10. Recognizes where a word begins and ends.
11. Visualizes part-to-whole by assembling puzzles, completing pictures, etc.

Handwriting: This category includes learning to write in print and cursive. Size, legibility, spacing, speed, correct position and posture are taught.

This category is not coded when the student is engaged in a copying activity. (Instructions from the teacher to "write in your very best handwriting" is not coded as handwriting. This should be coded as OTHER.)

The following criteria are used to identify Handwriting:

Letter Size

1. Writes upper and lower case letters in the appropriate size.
2. Writes numerals in the appropriate size.

Mechanics

3. Observes elements of legibility

form	shape
alignment	space
size	slant

4. Writes in print, cursive.
5. Writes letters in words from left to right.
6. Writes words on lines from left to right.
7. Increases speed in writing.

Posture/Position

8. Positions paper correctly; uses correct position at chalkboard.
9. Demonstrates correct posture.
10. Holds pencil correctly.

Oral Expression: This category may consist of the student retelling stories in his/her own words, expressing thoughts in complete sentences, expressing him/herself spontaneously. The following criteria are used to identify Oral Expression.

1. Expresses thoughts in complete sentences.
2. Uses variety of descriptive words.
3. States main ideas clearly.
4. Expresses facts in meaningful order.
5. Asks/answers pertinent questions.
6. Dramatizes ideas, emotions and characters.
7. Participates in choral speaking using proper voice control and eye contact.
8. Shares experiences with others.
9. Contributes to group discussions.
10. Summarizes orally, information heard/read.
11. Uses variety of descriptive words and sentence patterns.
12. Modulates voice according to audience and/or situation.
13. Speaks in front of group.
14. Gives directions clearly/accurately.
15. Communicates own ideas effectively to peers/others.
16. Gives informal reports to class.
17. Uses a variety of forms in speaking.
18. Interviews classmates by asking relevant questions.
19. Makes and responds to introductions.
20. Determines appropriate usage of standard/non-standard language.
21. Recalls and tells a simple story in proper sequence.

Reading: Oral and Silent: This category consists of teaching correct pronunciation, phrasing, proper voice intonation, observing punctuation, reading with expression, minimizing head, lip, and finger movements with silent reading. Comprehension of materials read is emphasized. The following criteria are used to identify Reading.

1. Uses correct pronunciation, correct phrasing, and proper voice intonation to give meaning.
2. Observes simple punctuation (e.g., periods/commas).
3. Reads clearly and distinctly with expression.
4. Minimizes head and lip movements in silent reading.
5. Comprehends material read aloud and silently.
6. Reads silently with minimal use of finger pointing/lip movements.
7. Reading for pleasure/practice (e.g., comic books).

Spelling: Students are taught to differentiate and associate consonant, vowel, and digraph sounds. Principles of syllabication and word structure are stressed. Activities could include taking dictation and proofreading. Activities are distinguished by their intent from Writing Grammar or Word Attack Skills. The intent is to teach spelling. The following criteria are used to identify Spelling.

Consonants

1. Learns to differentiate consonant sounds.
2. Associates consonant sounds with the appropriate letters.
3. Associates consonant digraph (e.g., ch, sh) sounds with symbols.
4. Uses appropriate spelling for consonant sounds.

Vowels

5. Learns to differentiate vowel sounds.
6. Associates vowel sounds to appropriate letters.
7. Associates vowel spelling for vowel digraphs (e.g., ow, ou).
8. Uses appropriate spelling for vowel sounds.

Word Structure

9. Differentiates letter forms, upper/lower case letters.
10. Constructs noun plurals, possessives.
11. Changes verbs, nouns, adjectives by modifying word endings.

Special Spelling

12. Learns words having special spelling (e.g., homonyms, contractions, abbreviations, irregular spelling).

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Syllabication

13. Learns appropriate principles in spelling patterns.

Takes Dictation, Proofreads--(spelling tests)

Practices Spelling

Vocabulary: This category is used at all grade levels. At all levels this includes Word Recognition and Word Meaning. Word recognition consists of the recognition of sight words, use of context clues to recognize new words, use of structural elements (compound words, syllables, suffixes, and prefixes) to identify words. Word Meaning consists of developing vocabulary to adequately understand and convey ideas, recognizing multiple meanings of words, synonyms, opposites, words pronounced the same, using context to derive word meanings. The following criteria are used to identify Vocabulary.

Word Recognition

1. Recognizes own first and last name in print.
2. Has beginning awareness of upper and lower case letters.
3. Matches like letters (ex: S to S, M to M).
4. Recognizes numerals 0-10.
5. Names letters of the alphabet.
6. Recognizes 220 DOLCH Basic Sight Words (ex: a, about, after).
7. Uses word form clues: visual similarity of rhyming words and root words.
8. Recognizes new words in content areas.
9. Recognizes structure of compound words, root words, prefixes, suffixes, contractions, and possessives.

Word Meaning

10. Develops listening vocabulary to understand ideas.
11. Develops vocabulary adequate to convey ideas orally.
12. Recognizes that printed words represent spoken words.
13. Helps to write experience charts and letters (teacher directed).
14. Comprehends meaning of Place words (ex: here-there) Quantitative words (ex: many, more) and Descriptive words (ex: color words).
15. Classifies objects and pictures into logical categories.
16. Matches a label on a picture to a matching label.
17. Recognizes or identifies multiple meanings of words.
18. Recognizes synonymous meanings (ex: pretty-beautiful).
19. Recognizes opposite: (ex: hot-cold); words pronounced the same way (ex: so-sew).
20. Reads and understands personal pronouns.

21. Reads and uses correctly the following words: Function words (ex: also, against), Direction words (ex: around), Career words (ex: artist, factory), Curriculum words (ex: add, ecology), Action words (ex: carry, draw), Color words (ex: brown, green), Form of Address (ex: Miss, Ms.), and Metric words (ex: centimeter, celsius).
22. Provides synonyms, antonyms, homonyms for given words.
23. Identifies referent pronouns (ex: who-they).
24. Learns meaning of new words.

Word Attack Skills: This category consists of Phonic and Structural Analyses. Phonic analysis includes associating sounds to letters, digraphs (e.g., sh, ph), letter blends (scr, fl), phonic principles (e.g., final y makes the sound of long i or e). Structural analysis includes reading endings (e.g., ing, ed, s), contractions, compound words, possessives, hyphenated words; learning to use syllables and rules for forming plurals; adding suffixes and prefixes, and use of stress clues (e.g., endings that form syllables are unstressed). The following criteria are used to identify Word Attack Skills.

Phonic Analysis

1. Associates consonant sounds to appropriate consonant.
2. Names letters to represent consonant sounds heard in the initial, medial, and final positions.
3. Discriminates between words using different initial letter cues and different final letter cues.
4. Associates sounds to digraphs, two-and three-letter blends.
5. Uses visual clues to sound out silent-letter combinations.
6. Pronounces the short sound of the vowels in words, the long sounds of the vowels in words with final-silent e, the long sounds of vowels in words with vowel pairs, and common phonograms in words.
7. Makes initial and final consonant substitutions.
8. Masters all single consonant sounds.
9. Applies phonic principles.
10. Applies vowel principles.
11. Uses optional consonant sounds.
12. Uses optional spellings for the consonants "s", "z", and "i".
13. Identifies and repeats specific word sounds.
14. Discriminates word length (cat, molasses).
15. Reproduces pronounced two-and three-syllable words.
16. Recognizes spoken words with same initial sound.
17. Recognizes spoken words with same final sound.
18. Identifies rhyming words.
19. Identifies initial, medial, and final consonants, long vowels, short vowels, and blends stated orally.

Structural Analysis

20. Reads "-ed", "-s", "-es", and "-ing", endings
21. Reads and uses contractions.
22. Reads compound words, singular and plural forms of selected words, the possessive "-s", and hyphenated words.
23. Uses context to unlock words.
24. Begins to apply syllabication principles.
25. Recognizes that words are hyphenated between syllables only.
26. Becomes aware of primary accent marks.
27. Applies principles of syllabication and stress clues.

Writing Composition: This category includes all forms of written expression: dictated sentences (primary grades) writing captions, social letters, stories, journals. The following criteria are used to identify Writing Composition.

Written Expression

1. Dictates sentences to teacher.
2. Creates a story using sentences based upon personal experiences, pictures.
3. Writes captions under pictures or illustrations, titles for stories.
4. Writes social letters using correct form.
5. Writes simple poems.

Paragraph Writing

6. Uses logical sequence of sentences.
7. Develops topic sentence.
8. Maintains main idea.

Prose and Poetry

9. Writes stories using sentences in sequential order.
10. Chooses words that convey a desired tone or mood.
11. Writes ending of an incomplete story.
12. Writes letters, invitations, journals, interviews, stories, poetry, reports, outlines, class-notes, skits, plays, cartoons.
13. Restates sentences using descriptive language.

Study Skills: This category includes alphabetizing, learning to use titles, tables of contents, and page numbers of books, dictionaries, encyclopedias, glossaries, indices, other resource materials (newspapers, magazines); reading for specific information, skimming and rereading to find information quickly, locating specific paragraphs on a page, reading simple maps and graphs, using the library, organizing information, arranging ideas, outlining. The following criteria are used to identify Study Skills.

1. Alphabetizes by first letter and second letter
2. Understands and uses title page, table of contents, and page numbers.
3. Uses a picture dictionary or regular dictionary.
4. Skims, rereads, or reads to find specific information.
5. Reads simple maps and graphs.
6. Locates a paragraph on a page.
7. Can locate information in encyclopedia, glossary, index, newspaper, magazine.
8. Utilizes and can locate information in the library.
9. Organizes information.

Grammar: This category includes the following mechanics of speaking and writing: capitalization, punctuation, sentence structure, word usage. The following criteria are used to identify Grammar.

Capitalizations

1. Learns correct use of capital letters.

Punctuation

2. Correct symbols at end of sentence.
3. Use of commas, exclamation points, quotation marks, periods, apostrophes, colons, hyphens, underlines.

Sentence Structure

4. Recognizes function of nouns, verbs, adjectives.
5. Identifies subject (noun), predicate (verbs); matches them to agree.
6. Writes single statements, questions.
7. Constructs sentences using basic sentence patterns.
8. Distinguishes between sentences and fragments.
9. Uses present and past forms correctly.
10. Uses the possessive correctly.
11. Writes compound sentences.

Usage

12. Uses words correctly such as a - an, ate - eaten.
13. Uses personal pronouns correctly.
14. Uses negatives correctly.

Literary Skills: This category includes recognizing story elements, recognizing the author's point of view and purpose, identifying literary forms, recognizing types of poetry, recognizing propaganda,

differentiating between first and third person, recognizing elements of style, and interpreting cartoons. The following criteria are used to identify Literary Skills.

1. Recognizes story elements: setting, plot, characterization, and theme.
2. Recognizes author's point of view/purpose.
3. Identifies literary forms: article, biography, autobiography, fiction, non-fiction, legend, poetry, short story, fable, play, myth.
4. Recognizes types of poetry: limerick, haiku, couplet, free verse, cinquain, rhymes, quatrain, ballads.
5. Begins to recognize propaganda: testimonial, appeal to vanity, bandwagon, scientific approach.
6. Differentiates between stories told in first and third person.
7. Recognizes elements of style: flashback, foreshadowing, humor, dialect, jargon.
8. Interprets cartoons.

Other: This category is to be coded only when no other category of instructional content is appropriate. An example of Other would be copying from the blackboard when the assignment is clearly not handwriting or some other category. Another example would be coloring while waiting for further instruction from the teacher.

Coding Instructional Questions

The final major task of the observer is to code the instructional questions addressed to the student under observation and occurring during basic skills instruction. A question is coded if it pertains to the instruction which is occurring and if the student under observation might have been expected to answer it. The student under observation might be expected to answer a question if it is addressed directly to the student or if it is addressed to the group with which the student is actively involved.

The coding of questions is done in blocks and units. A block of questions consists of all the instructional questions which occur between the time a student enters a series of consecutive minutes of instruction in one of the basic skills and the time he/she leaves that subject. For example if a student began reading instruction at 8:33 and continued to study reading until 9:11, all instructional questions asked during that time by the person providing instruction would be part of that block.

A unit of questions is one or more questions occurring within a block. A unit begins with a question and ends with either a correct response by the student or a new question by the teacher. A unit will consist of more than one question when sustaining feedback is used by the teacher. The concept of a unit is further clarified below in the section on sustaining feedback.

Exactly how the coding is done depends on the type of coding form, regular or computer scored, that the observer is using; however, the procedure is basically the same with each form.

SCOP (Scope)

Research has shown that most questions addressed to students in Low SES schools should be narrow, direct, and have a single answer. The table below shows a classification of classroom questions based on Bloom's taxonomy of educational objectives.

Level of Question	Items Generally Ask Student to...
Knowledge of Specific Facts	Recall...Define...List...Name...Repeat...
Comprehension	Discuss...Describe...Explain...Restate... Review
Application	Apply...Illustrate...Use...Demonstrate... Interpret
Analysis	Analyze...Compare...Contrast...Criticize... Test
Synthesis	Design...Create...Compose...Formulate... Prepare
Evaluation	Judge...Evaluate...Appraise...Select...Rate

The scope of each instructional question is coded according to this classification. The level of greatest interest is "Knowledge of Specific Facts." All questions falling into this category are coded with an "N." All other questions are given a code of "B."

RESP (Respondent)

The person responding to the question is coded as follows:

S = the student under observation.
O = another student in the group containing the student under observation
G = more than one student from the group containing the observed student.
BLANK = no one.

APPR (Correctness of the Response)

When the student has responded, the observer codes the correctness of the response. If the response is only partially correct, it is coded as incorrect. The codes for correctness of response are given below.

Y = correct or appropriate.
N = incorrect, inappropriate, or no response.

CORR (Corrective Feedback)

Corrective feedback is only coded when the student provides an incorrect response. It is coded when the teacher immediately gives the correct answer following the student's error. This characteristic is coded as follows:

Y = corrective feedback.
N = no corrective feedback.

SUST (Sustaining Feedback)

The use of sustaining feedback in the final characteristic of a question to be coded. If a student gives an incorrect response, the teacher is using "sustaining feedback" if he/she either a) gives the same student a clue to the correct answer, or b) asks the student a simpler question in order to lead the student to the correct response. The use of feedback is coded as shown below.

Y = sustaining feedback.
N = no sustaining feedback.

If the student is asked a question to which he gives the correct answer, the coding for that question and that unit of questions ends with the coding of Correctness of Response. However, if the student answers incorrectly, the questioning unit may or may not be over depending on whether the teacher used sustaining feedback. The unit ends only when the student or someone else gives the correct answer or when the teacher asks a new question.

Any additional questions which constitute the sustaining feedback must also be coded. Scope, Respondent, and Sustaining Feedback, however, are not coded. Only the Correctness of the Response and the use of corrective feedback must be noted. When the sustaining feedback ends, the normal coding procedure resumes.

There is sufficient room for two interactions to be coded for each minute of observation. Since interactions will not be analyzed on a minute-by-minute basis, it is not necessary to mark the interaction in the exact row (minute) in which it occurred. The only restriction is that when BASIC changes, interactions which occurred in a previous BASIC area can no longer be coded. The problem of handling multiple interactions has yet to be resolved.

NOTES

This column is to be used in recording notes as indicated in the above sections.

Potential Problem Areas

The most important component of classroom observation is, of course, the observer. With any observation instrument there are inherent limitations to its use. Unanticipated difficulties in administering the instrument may arise as well. The extent to which these drawbacks can be overcome will depend on the discretion, experience, and resourcefulness of the observer. A few examples of problems both anticipated and which may develop follow, along with suggestions for dealing with them.

One problem which arises from the outset is the *identification of the student to be observed.* It is necessary for the observer to make this identification in a manner which injects as little bias as possible into the observation. The method to be employed by observers will be to ask the classroom teacher to identify several students among whom the student who is targeted for the observation is included. While this will alert the teacher to a narrower range of possible subjects for observation than would otherwise have been the case, the actual student to be observed will not be disclosed.

Another problem which seems likely to come up sooner or later is the *departure of the student under observation from the classroom.* It will be necessary for the observer to ascertain the student's destination. The observer should make every effort to obtain this information without eliciting it from the teacher, although in some cases this may be necessary. The procedure to be followed by the observer in this instance will vary according to the student's destination. Breakdown by student destination and observer procedure follows for some specific cases. If the student departs the classroom on routine business, the observer 1) records "No Instruction" for the time he is gone, 2) describe the activities in the column provided for NOTES, 3) records Place as "Other," and 4) leaves all other columns blank. The observer remains in the classroom. If it is unclear to the observer whether or not the student left the classroom on routine business, the observer should wait at least three minutes before attempting to ascertain the student's destination.

If the *student leaves the classroom to go to an area of instruction or activity other than those within the basic skills categories,* the observer 1) follows the student to his destination and records the time required for transition in the Between Classes category, 2) goes about other business and then goes back to meet the student/class when it is time for the activity to end, 3) codes the area of instruction for the elapsed minutes, 4) leaves all other sections blank, and 5) records the transition time required for the student/class to get to the next activity. (The observer may utilize the time when not observing the student to carry out other activities such as examining student folders.)

If the *student leaves the classroom to go to the Reading Lab or School Library*, the observer will follow him to his destination. (Note: The observer must exercise discretion in those instances when the student goes alone or is accompanied by one or two other students.) The observer marks transitional time under the "Between Classes" category and then continues observation as in the classroom.

If the *student leaves the classroom to attend a school function (e.g., assembly, pep rally, athletic event, etc.)*, the observer 1) follows the student to his destination, 2) records transitional time; and 3) codes the "Other" category under Other Instruction to indicate the amount of time spent in the activity. The observer then has the opportunity to perform other tasks until it is time to return to the place where the student is, in order to record transitional time to the next area of instruction.

NOTE: *In all cases in which the student leaves the classroom, the observer must avoid cueing the student that his whereabouts are of interest or concern.*

Another problem which could develop is *losing track of the student under observation while the student is engaging in an activity at which the observer is not present (e.g., assembly)*. In this event, the observer should question the teacher, aide, etc. who last knew the whereabouts of the student. While this procedure will probably identify the student under observation to that person, the student will have already departed to his next class. Also, the chances of this information being disseminated so as to bias the observation are small.

The *absence of the student* designated for observation could be a problem. The observer should identify alternately eligible students and conduct the observation with one as subject. If neither the designated student nor any of the alternates is present, the observer should leave and proceed to other tasks.

Another problem may occur if the *student who is being observed becomes ill* during observation and leaves the classroom. If the student does not return to the classroom before a change in the area of instruction occurs (e.g., from language arts to mathematics), the observation is to be terminated. If the student returns, the observer should record his absence under "Other" and proceed with the observation.

RELIABILITY AND SAMPLE COMPUTER OUTPUT

The interrater reliability of the PAR-R was assessed during the 1978-79 school year. Six of the regularly scheduled observations were done by two observers; i.e., a second observer accompanied the regularly scheduled observer. Each observer conducted a reliability observation with each of the other observers. The intraclass correlation coefficient was used to measure the consistency of the ratings. This correlation assesses judgemental consistency by indicating the relative excess of among-subjects over among-raters variation. Observation totals were compared using program INTRAR of the EDSTAT statistical package on the University of Texas CDC 6000 computer system.

The results are presented in the table on the following pages. The reported coefficients are estimates of the reliability of single-judge ratings.

Attachment 4 provides examples of the computer printouts produced to display the results of observations done with the PAR-R. The results shown are from Appendix I of the 1978-79 Title I Final Technical Report (publication Number 78.61). They are included to provide the reader with examples of both the kinds of information provided by the PAR-R and some possible ways of reporting the findings.

INTRACLASS CORRELATION ESTIMATES OF INTERRATER RELIABILITY

Category	Reliability
1. Place of Instruction	
Classroom	.9673
Reading Lab	.9991
Library	.9994
Other	.7601
2. Activities During No Instruction	
Directs	.8787
Housecleaning	.8961
Class Control	.8000
Transition	.8658
Other	.9824
3. Other Instruction	
Art	.0000
Music	.9777
Physical Education	.9854
Lunch	.9565
Between Class	.8464
Other	.9994
Extended PE	.9930
4. Basic Skills Instruction	
Reading On-Task	.9843
Reading Off-Task	.1840
Reading Total	.9910
Math On-Task	.9809
Math Off-Task	.9921
Math Total	.9895
Social Studies On-Task	.9795
Social Studies Off-Task	.0000
Social Studies Total	.9910
Science On-Task	.9996
Science Off-Task	*
Science Total	.9996
Undetermined On-Task	.0467
Undetermined Off-Task	*
Undetermined Total	.0467
Guidance Activities	*

Continued

Category	Reliability
5. Adult Contact	
Classroom Teacher	.9816
Counselor	*
Other Teacher	*
Title I or Migrant Teachers	.9900
Title I Aide	*
Other Aide	.8978
No One	.8013
6. Group Size	.9178
7. Signal System	.7057
8. Language	
English	.9882
Spanish	.9988
Mixture of English and Spanish	.9925
Undetermined	.0000
Non-Language	.9967
9. Predominant Mode of Instruction	
Reading	.9366
Writing	.9993
Listening	.6976
Speaking	.9390
Non-Language	.9286
10. Secondary Mode of Instruction	
Reading	.4965
Writing	.8076
Listening	.0000
Speaking	.6978
Non-Language	.9546
11. Content of Instruction	
Comprehension	.5545
Listening/Perceptive Skills	.3921
Handwriting	.9574
Oral Expression	.8977
Reading	.8403
Spelling	.6140
Vocabulary	.9691
Word Attack Skills	.9964
Writing Composition	.0000
Study Skills	.9964

Continued

Category	Reliability
Content of Instruction (continued)	
Grammar	.8982
Literary Skills	*
Other	.8686
12. Scope of Instructional Questions	
Narrow	.6802
Broad	.3878
13. Respondent	
Student Under Observation	.6529
Another Student	.6767
Group	.6889
14. Correctness of Response	
Correctly Answered	.7217
Incorrectly Answered	.4803
15. Corrective Feedback	.0000
16. Sustaining Feedback	.4643

* No time use observed in this category.

PLACE
NON-INSTR.
OTHER INSTR.
BASIC
ADULT
GROUP SIZE
LANG
FREE ACCESS
REC. ACCESS
CONTENT
NOTES
PUPIL ACTIVITIES RECORD REVISED © 1978
OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT
PAGE
GRADE
SCHOOL
CLASS
PROJECT
STUDENT ID
DATE
YEAR
DAY
MONTH

CLASSROOM OBSERVATION REACTION FORM
Austin Independent School District

If you wish to comment on today's observation of your classroom, please respond to these items and/or write any additional comments which would help us to improve the observation process.

Circle the most appropriate choice.

A. The observation was conducted at a convenient time.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

B. The classroom situations observed were representative of the normal activities of my class.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

C. The classroom observer did not detract form the classroom activities nor the effectiveness of instructional activities.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

Other comments concerning the observation:

Observation I.D._____

Please fold, staple, and drop into the district mail. Thank you.

78.48

Attachment 3
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 21, 1978

TO: Principals of Allison, Becker, Dawson, Ortega

FROM: David Doss, Title I Evaluator
Myron Friedman, Title I Migrant Evaluator

SUBJECT: Classroom Observation Procedures

Title I Evaluation will do classroom observations in Title I schools again this year. Observations will be conducted in your school from _____ to _____ by observers from the Office of Research and Evaluation. Please alert your staff to the presence of the observers in your schools during these days. Observations will not be conducted in every classroom. Which classrooms are observed depends on which students have been chosen for observation. In addition to these regularly scheduled observations, the Title I Migrant Evaluation will conduct eight more observations in schools with a Migrant teacher. These observations will be scheduled to occur at randomly selected dates between January 2, 1979 and March 31, 1979. No further notice will be sent regarding these observations.

NATURE OF THE OBSERVATIONS

For the past two years, Title I Evaluation has used the Pupil Activities Record (PAR) which was developed in 1976 by Title I and State Compensatory Education data collection personnel. The PAR was used to record the activities of randomly selected students for the entire school day (8:00-2:30). For each minute of the day, the observers recorded the following information:

1. Area of instruction or activity in which the student was functioning.
2. Size of group in which the child was working.
3. Person delivering instruction to the student.
4. Place of instruction.
5. Materials used by the student.

This year, evaluation of the Title I, Title I Migrant, Title VII Bilingual, and Local/State Bilingual Programs will use a revised version of the PAR to gather all of the above information except materials. In addition, the following variables will be recorded:

1. Mode of Instruction. Did the instruction take place through reading, writing, listening, or speaking?
2. Content of Instruction. What was the content of the instruction--comprehension, handwriting, listening skills, literary skills, etc.?

3. Characteristics of the Teacher's Questionning Strategy. The observers will record such things as the scope of the question, the use of corretive feedback, and the use of sustaining feedback.
4. Signal System. Did the teacher use a signal system in classroom management?

IN-CLASS PROCEDURES

The observers will remain as unobtrusive as possible. However, since student names will be needed, the teacher or aide will be asked to identify a small number of students (4 or 5) prior to the beginning of the observation.

TEACHER REACTIONS

After the observation, a reaction form will be left for the teacher to complete and return to ORE. The reaction form is an optional activity for the teacher.

COPIES OF THE COMPLETED FORMS

Observations conducted after January 2, 1979 will be recorded on specially designed computer scanning sheets. As these sheets are not readily interpretable, they will not be sent to the teacher whose class was observed. Instead, a computer-generated summary of the day's observations will be sent to the teacher approximately two weeks following the observation. Because the child under observation may go to several teachers, the form will be sent to the child's "homeroom" teacher.

RESULTS OF THE OBSERVATIONS

The results of the observations will be summarized in the final evaluation report in the evaluation findings volume which will be sent to each campus.

Past experience has shown that classroom observations do not upset the normal activities in progress. The observers for this project have been trained to ensure that this remains true.

Thank you for your cooperation.

DD:MF:kj

Approved: _____
Senior Evaluator for Compensatory Education Programs

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Director, Elementary Education

SCHOOL HOURS SPENT IN EACH
ACTIVITY BY STUDENTS OBSERVED -
ON TASK/OFF TASK

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

STUDENTS	BASIC SKILLS/MAJOR CONTENT AREAS																	
	READING/ LANGUAGE ARTS			MATH			SOCIAL STUDIES			SCIENCE			UNDETERMINED*			ALL AREAS		
	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL
TITLE I STUDENTS +																		
GRADES 1-3 N= 61	2:16	:06	2:21	:38	:02	:40	:14	:01	:15	:04	:00	:04	:11	:01	:11	3:22	:10	3:31
GRADES 4-5 N= 53	1:54	:06	2:01	:37	:01	:38	:20	:01	:21	:08	:00	:08	:05	:00	:06	3:04	:09	3:14
GRADES 1-5 N=114	2:06	:06	2:12	:37	:02	:39	:17	:01	:18	:06	:00	:06	:08	:01	:09	3:14	:10	3:23
NON-TITLE I STUDENTS +																		
GRADES 1-3 N= 32	2:14	:05	2:20	:38	:04	:42	:11	:00	:11	:08	:00	:08	:11	:01	:11	3:22	:10	3:32
GRADES 4-5 N= 11	2:01	:06	2:06	:43	:02	:45	:33	:01	:34	:07	:00	:07	:09	:00	:09	3:33	:09	3:42
GRADES 1-5 N= 43	2:11	:05	2:16	:39	:03	:42	:17	:00	:17	:08	:00	:08	:10	:00	:11	3:25	:09	3:34
MIGRANT STUDENTS																		
GRADES 1-3 N= 21	2:33	:01	2:34	:35	:00	:35	:05	:00	:05	:11	:00	:11	:03	:00	:03	3:27	:01	3:28
GRADES 4-5 N= 14	2:29	:02	2:31	:32	:02	:34	:25	:00	:25	:07	:00	:07	:02	:00	:02	3:36	:04	3:40
GRADES 1-5 N= 35	2:32	:01	2:33	:34	:01	:35	:13	:00	:13	:09	:00	:09	:03	:00	:03	3:31	:02	3:32
LESA STUDENTS +																		
GRADES 1-3 N= 21	2:18	:07	2:25	:39	:04	:43	:24	:01	:25	:05	:00	:05	:03	:00	:03	3:29	:12	3:41
GRADES 4-5 N= 15	2:04	:05	2:09	:41	:03	:45	:19	:00	:20	:08	:00	:08	:01	:00	:01	3:14	:09	3:23
GRADES 1-5 N= 36	2:12	:06	2:18	:40	:04	:44	:22	:00	:22	:07	:00	:07	:02	:00	:02	3:23	:11	3:34

+ LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

* EXAMPLES OF UNDETERMINED ACTIVITIES WOULD BE: INSTRUCTION PROVIDED BY THE COUNSELOR, INSTRUCTIONAL GAMES, FILMS, AND LIBRARY ACTIVITIES THAT ARE NOT OBVIOUSLY RELATED TO PARTICULAR SUBJECT AREAS.

CONTENT OF INSTRUCTION DURING
THE BASIC SKILLS AREA OF: (BASIC SKILLS AREAS)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: READING/LANGUAGE ARTS PAGE 1 OF 6

STUDENTS	COMP-REHEN-SION	LISTEN-PERCEP-TUAL	HAND-WRIT-ING	ORAL EXPRE-SSION	READ-SILENT ORAL	SPELL-ING SKILLS	VOCAB-ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS-ITION	STUDY-ING SKILLS	WRITE: GRAM-MAR	LISTEN-A[illegible] SKILLS	OTHER	TIME IN ALL CON-TENT AREAS
TITLE I STUDENTS •														
GRADES 1-3 N= 61	:52	:17	:08	:02	:43	:24	:41	:29	:03	:02	:07	:02	:06	2:21
GRADES 4-5 N= 53	:37	:17	:04	:04	:45	:27	:33	:10	:02	:08	:10	:01	:04	2:01
GRADES 1-5 N=114	:45	:17	:06	:03	:44	:25	:37	:20	:03	:05	:08	:01	:05	2:12
NON-TITLE I STUDENTS •														
GRADES 1-3 N= 32	1:04	:24	:05	:05	:46	:29	:40	:29	:02	:05	:04	:01	:06	2:20
GRADES 4-5 N= 11	:49	:14	:03	:03	:42	:26	:41	:08	:06	:16	:09	:01	:04	2:06
GRADES 1-5 N= 43	1:00	:21	:04	:04	:45	:28	:40	:24	:03	:08	:05	:01	:06	2:16
MIGRANT STUDENTS														
GRADES 1-3 N= 21	:25	:20	:04	:05	:44	:16	:18	:41	:04	:02	:09	:00	:03	2:34
GRADES 4-5 N= 14	:26	:18	:04	:05	:33	:13	:26	:18	:05	:08	:29	:01	:00	2:31
GRADES 1-5 N= 35	:25	:19	:04	:05	:40	:15	:21	:32	:04	:04	:17	:00	:02	2:33
LESA STUDENTS •														
GRADES 1-3 N= 21	:43	:18	:10	:05	:56	:21	:28	:16	:05	:03	:08	:00	:05	2:25
GRADES 4-5 N= 15	:34	:22	:09	:07	:53	:22	:18	:06	:01	:07	:07	:00	:05	2:09
GRADES 1-5 N= 36	:39	:20	:10	:06	:55	:21	:24	:12	:04	:04	:07	:00	:05	2:18

• LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: MATH

STUDENTS	COMP-REHEN-SION	LISTEN-PERCEP-TUAL	HAND-WRIT-ING	ORAL EXPRE-SSION	READ-SILENT ORAL	SPELL-ING SKILLS	VOCAB-ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS-ITION	STUDY-ING SKILLS	WRITE: GRAM-MAR	LITER-ARY SKILLS	OTHER	TIME IN ALL CON-TENT AREAS
TITLE I STUDENTS *														
GRADES 1-3 N= 61	:38	:02	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:01	:40
GRADES 4-5 N= 53	:38	:02	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:38
GRADES 1-5 N=114	:38	:02	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:39
NON-TITLE I STUDENTS *														
GRADES 1-3 N= 32	:40	:03	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:42
GRADES 4-5 N= 11	:44	:00	:00	:00	:00	:00	:00	:00	:00	:01	:00	:00	:01	:45
GRADES 1-5 N= 43	:41	:03	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:42
MIGRANT STUDENTS														
GRADES 1-3 N= 21	:34	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:35
GRADES 4-5 N= 14	:34	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:34
GRADES 1-5 N= 35	:34	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:35
LESA STUDENTS *														
GRADES 1-3 N= 21	:41	:01	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:43
GRADES 4-5 N= 15	:43	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:45
GRADES 1-5 N= 36	:42	:01	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:44

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SOCIAL STUDIES PAGE 3 OF 6

STUDENTS	COMP-REHEN-SION	LISTEN-PERCEP-TUAL	HAND-WRIT-ING	ORAL EXPRS-SSION	READ-SILENT ORAL	SPELL-ING SKILLS	VOCAB-ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS-ITION	STUDY-ING SKILLS	WRITE: GRAM-MAR	LITER-ARY SKILLS	OTHER	TIME IN ALL CON-TENT AREAS
TITLE I STUDENTS •														
GRADES 1-3 N= 61	.05	.07	.00	.01	.01	.01	.00	.00	.00	.02	.00	.00	.02	.15
GRADES 4-5 N= 53	.08	.07	.00	.01	.03	.01	.02	.00	.01	.06	.00	.00	.01	.21
GRADES 1-5 N=114	.06	.07	.00	.01	.02	.01	.01	.00	.00	.03	.00	.00	.02	.18
NON-TITLE I STUDENTS •														
GRADES 1-3 N= 32	.06	.07	.00	.01	.02	.00	.02	.01	.00	.03	.00	.00	.00	.11
GRADES 4-5 N= 11	.19	.07	.00	.00	.03	.00	.00	.00	.00	.16	.00	.00	.01	.34
GRADES 1-5 N= 43	.10	.07	.00	.01	.02	.00	.01	.01	.00	.06	.00	.00	.00	.17
MIGRANT STUDENTS														
GRADES 1-3 N= 21	.00	.02	.00	.00	.01	.00	.00	.00	.00	.02	.00	.00	.00	.05
GRADES 4-5 N= 14	.04	.04	.00	.00	.01	.00	.01	.00	.00	.17	.00	.00	.01	.25
GRADES 1-5 N= 35	.02	.02	.00	.00	.01	.00	.00	.00	.00	.08	.00	.00	.01	.13
LESA STUDENTS •														
GRADES 1-3 N= 21	.10	.10	.00	.01	.01	.01	.01	.00	.00	.06	.00	.00	.02	.25
GRADES 4-5 N= 15	.12	.03	.00	.00	.03	.02	.02	.00	.00	.02	.02	.00	.03	.20
GRADES 1-5 N= 36	.11	.07	.00	.01	.02	.01	.01	.00	.00	.04	.01	.00	.02	.22

• LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

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78.48

Attachment 4
(continued, Page 6 of 33)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SCIENCE

STUDENTS	COMPREHENSION	LISTEN-PERCEPTUAL	HANDWRITING	ORAL EXPRESSION	READ-SILENT ORAL	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOSITION	STUDY-ING SKILLS	WRITE: GRAMMAR	LITERARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
TITLE I STUDENTS *														
GRADES 1-3 N= 61	102	101	100	101	100	100	100	100	100	100	100	100	101	104
GRADES 4-5 N= 53	105	103	100	101	101	100	100	100	100	100	100	100	100	108
GRADES 1-5 N=114	104	102	100	101	101	100	100	100	100	100	100	100	100	106
NON-TITLE I STUDENTS *														
GRADES 1-3 N= 32	105	102	100	101	100	100	100	100	101	100	100	100	100	108
GRADES 4-5 N= 11	103	100	100	100	100	100	101	100	100	100	100	100	102	107
GRADES 1-5 N= 43	104	101	100	101	100	100	101	100	101	100	100	100	101	108
MIGRANT STUDENTS														
GRADES 1-3 N= 21	103	106	100	100	100	100	101	100	100	100	100	100	101	111
GRADES 4-5 N= 14	104	101	100	100	102	100	100	100	100	100	100	100	100	107
GRADES 1-5 N= 35	103	104	100	100	101	100	101	100	100	100	100	100	101	109
LESA STUDENTS *														
GRADES 1-3 N= 21	105	102	100	101	100	100	100	100	100	100	100	100	100	105
GRADES 4-5 N= 15	107	105	100	100	103	100	100	100	100	100	100	100	100	108
GRADES 1-5 N= 36	105	103	100	101	101	100	100	100	100	100	100	100	100	107

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: UNDETERMINED

STUDENTS	COMPREHENSION	LISTEN PERCEPTUAL	HANDWRITING	ORAL EXPRESSION	READ-SILENT ORAL	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOSITION	STUDYING SKILLS	WRITE: GRAMMAR	LITERARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
TITLE I STUDENTS *														
GRADES 1-3 N= 61	.02	.03	.01	.00	.02	.00	.01	.00	.00	.01	.00	.00	.04	.11
GRADES 4-5 N= 53	.01	.01	.02	.00	.00	.00	.00	.00	.00	.00	.00	.00	.02	.06
GRADES 1-5 N=114	.02	.02	.01	.00	.01	.00	.01	.00	.00	.00	.00	.00	.03	.09
NON-TITLE I STUDENTS *														
GRADES 1-3 N= 32	.02	.04	.00	.02	.02	.00	.01	.01	.00	.00	.00	.00	.04	.11
GRADES 4-5 N= 11	.06	.07	.01	.02	.00	.00	.00	.00	.00	.00	.00	.00	.02	.09
GRADES 1-5 N= 43	.03	.04	.00	.02	.01	.00	.00	.00	.00	.00	.00	.00	.03	.11
MIGRANT STUDENTS														
GRADES 1-3 N= 21	.01	.01	.00	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.03
GRADES 4-5 N= 14	.00	.02	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.02
GRADES 1-5 N= 35	.00	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.03
LESA STUDENTS *														
GRADES 1-3 N= 21	.02	.01	.00	.00	.01	.00	.00	.00	.00	.00	.00	.00	.01	.03
GRADES 4-5 N= 15	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.01
GRADES 1-5 N= 36	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.01	.02

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: ALL BASIC SKILLS AREAS PAGE 6 OF 6

STUDENTS	COMPREHENSION	LISTEN PERCEPTUAL	HANDWRITING	ORAL EXPRESSION	READ-SILENT ORAL	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOSITION	STUDYING SKILLS	WRITE: GRAMMAR	LITERARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
TITLE I STUDENTS *														
GRADES 1-3 N= 61	1:40	:29	:09	:05	:46	:25	:42	:29	:03	:04	:07	:02	:13	3:31
GRADES 4-5 N= 53	1:28	:30	:06	:06	:50	:28	:36	:10	:03	:14	:10	:01	:07	3:14
GRADES 1-5 N=114	1:34	:30	:08	:05	:48	:26	:39	:20	:03	:09	:08	:01	:10	3:23
NON-TITLE I STUDENTS *														
GRADES 1-3 N= 32	1:57	:40	:05	:09	:50	:29	:43	:30	:04	:08	:04	:01	:11	3:32
GRADES 4-5 N= 11	2:01	:23	:04	:05	:45	:26	:42	:08	:06	:33	:09	:01	:11	3:42
GRADES 1-5 N= 43	1:58	:35	:05	:08	:49	:28	:43	:25	:04	:15	:05	:01	:11	3:34
MIGRANT STUDENTS														
GRADES 1-3 N= 21	1:04	:28	:04	:05	:45	:16	:20	:41	:04	:04	:09	:00	:05	3:28
GRADES 4-5 N= 14	1:07	:25	:04	:05	:36	:13	:26	:18	:05	:25	:29	:01	:02	3:40
GRADES 1-5 N= 35	1:05	:27	:04	:05	:41	:15	:22	:32	:04	:12	:17	:00	:04	3:32
LESA STUDENTS *														
GRADES 1-3 N= 21	1:40	:32	:10	:07	:59	:22	:29	:16	:05	:08	:08	:00	:08	3:41
GRADES 4-5 N= 15	1:37	:31	:09	:08	:58	:23	:20	:06	:01	:09	:08	:00	:08	3:23
GRADES 1-5 N= 36	1:39	:31	:10	:07	:59	:22	:25	:12	:04	:09	:08	:00	:08	3:34

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PREDOMINANT MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 1 OF 3

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	1:25	:21	:36	:11	:07	2:21	:27	:09	:07	:03	:01	:40
GRADES 4-5 N= 53	1:24	:17	:27	:06	:03	2:01	:27	:09	:07	:01	:01	:38
GRADES 1-5 N=114	1:24	:19	:32	:09	:05	2:12	:27	:09	:07	:02	:01	:39
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	1:32	:25	:34	:09	:06	2:20	:32	:10	:05	:02	:03	:42
GRADES 4-5 N= 11	1:24	:24	:38	:03	:04	2:06	:26	:15	:15	:01	:01	:45
GRADES 1-5 N= 43	1:30	:25	:35	:07	:06	2:16	:31	:11	:08	:02	:02	:42
MIGRANT STUDENTS												
GRADES 1-3 N= 21	1:38	:46	1:05	:20	:06	2:34	:24	:21	:10	:02	:02	:35
GRADES 4-5 N= 14	1:36	:54	1:08	:11	:02	2:31	:30	:26	:07	:01	:00	:34
GRADES 1-5 N= 35	1:37	:49	1:06	:16	:04	2:33	:27	:23	:09	:02	:01	:35
LESA STUDENTS *												
GRADES 1-3 N= 21	1:17	:22	:36	:08	:05	2:25	:23	:10	:09	:02	:01	:43
GRADES 4-5 N= 15	1:24	:16	:26	:03	:02	2:09	:24	:11	:09	:00	:00	:45
GRADES 1-5 N= 36	1:20	:19	:32	:06	:04	2:18	:23	:11	:09	:01	:00	:44

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 2 OF 3

STUDENTS	SOCIAL STUDIES						SCIENCE					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	:02	:00	:09	:01	:03	:15	:01	:00	:02	:01	:01	:04
GRADES 4-5 N= 53	:08	:03	:11	:01	:01	:21	:02	:01	:06	:00	:01	:08
GRADES 1-5 N=114	:05	:01	:10	:01	:02	:18	:01	:00	:04	:00	:01	:06
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	:02	:01	:07	:00	:01	:11	:02	:01	:04	:00	:02	:08
GRADES 4-5 N= 11	:19	:00	:18	:01	:02	:34	:03	:01	:06	:00	:00	:07
GRADES 1-5 N= 43	:07	:01	:10	:00	:01	:17	:02	:01	:04	:00	:02	:08
MIGRANT STUDENTS												
GRADES 1-3 N= 21	:01	:01	:04	:00	:01	:05	:01	:01	:09	:00	:01	:11
GRADES 4-5 N= 14	:07	:04	:18	:01	:02	:25	:04	:02	:05	:00	:00	:07
GRADES 1-5 N= 35	:03	:02	:09	:00	:01	:13	:02	:01	:07	:00	:01	:09
LESA STUDENTS *												
GRADES 1-3 N= 21	:04	:00	:18	:01	:02	:25	:01	:00	:04	:01	:00	:05
GRADES 4-5 N= 15	:04	:01	:13	:00	:01	:20	:03	:00	:06	:00	:00	:08
GRADES 1-5 N= 36	:04	:01	:16	:00	:02	:22	:02	:00	:05	:01	:00	:07

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

Attachment 4
(continued, Page 12 of 33)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 3 OF 3

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	:05	:01	:04	:00	:02	:11	2:01	:31	:59	:15	:14	3:31
GRADES 4-5 N= 53	:03	:01	:01	:00	:01	:06	2:04	:30	:53	:07	:06	3:14
GRADES 1-5 N=114	:04	:01	:03	:00	:01	:09	2:02	:31	:56	:12	:10	3:23
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	:04	:01	:03	:01	:03	:11	2:13	:37	:53	:12	:15	3:32
GRADES 4-5 N= 11	:01	:00	:08	:00	:00	:09	2:13	:40	1:25	:06	:08	3:42
GRADES 1-5 N= 43	:04	:01	:04	:00	:02	:11	2:13	:38	1:01	:10	:13	3:34
MIGRANT STUDENTS												
GRADES 1-3 N= 21	:00	:00	:03	:00	:00	:03	2:05	1:09	1:30	:22	:10	3:28
GRADES 4-5 N= 14	:00	:00	:02	:00	:00	:02	2:17	1:26	1:41	:13	:03	3:40
GRADES 1-5 N= 35	:00	:00	:03	:00	:00	:03	2:10	1:16	1:34	:18	:07	3:32
LESA STUDENTS *												
GRADES 1-3 N= 21	:01	:00	:02	:00	:00	:03	1:45	:33	1:09	:12	:08	3:41
GRADES 4-5 N= 15	:00	:00	:01	:00	:00	:01	1:55	:28	:55	:03	:03	3:23
GRADES 1-5 N= 36	:00	:00	:02	:00	:00	:02	1:49	:31	1:03	:09	:06	3:34

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

SECONDARY MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 1 OF 3

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	:06	:31	:06	:19	:03	2:21	:01	:17	:01	:04	:01	:40
GRADES 4-5 N= 53	:03	:35	:06	:08	:01	2:01	:01	:15	:02	:02	:00	:38
GRADES 1-5 N=114	:04	:33	:06	:14	:02	2:12	:01	:16	:02	:03	:00	:39
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	:03	:32	:13	:20	:01	2:20	:01	:17	:03	:02	:00	:42
GRADES 4-5 N= 11	:02	:30	:03	:08	:01	2:06	:02	:17	:00	:04	:00	:45
GRADES 1-5 N= 43	:03	:32	:10	:17	:01	2:16	:01	:17	:02	:03	:00	:42
MIGRANT STUDENTS												
GRADES 1-3 N= 21	:06	:09	:09	:13	:01	2:34	:02	:01	:02	:02	:01	:35
GRADES 4-5 N= 14	:05	:03	:07	:09	:01	2:31	:00	:00	:02	:02	:00	:34
GRADES 1-5 N= 35	:06	:06	:08	:11	:01	2:33	:01	:00	:02	:02	:01	:35
LESA STUDENTS *												
GRADES 1-3 N= 28	:11	:26	:04	:20	:01	2:25	:01	:17	:01	:06	:01	:43
GRADES 4-5 N= 15	:05	:30	:04	:08	:00	2:09	:03	:20	:00	:03	:00	:45
GRADES 1-5 N= 36	:09	:27	:04	:15	:01	2:18	:02	:18	:01	:05	:01	:44

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 2 OF 3

STUDENTS	SOCIAL STUDIES READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	SCIENCE READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	.00	.02	.01	.02	.00	.15	.00	.00	.00	.00	.00	.04
GRADES 4-5 N= 53	.01	.03	.02	.01	.01	.21	.00	.00	.00	.01	.00	.08
GRADES 1-5 N=114	.00	.02	.01	.02	.00	.18	.00	.00	.00	.01	.00	.06
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	.00	.01	.02	.02	.00	.11	.00	.00	.01	.01	.01	.08
GRADES 4-5 N= 11	.00	.11	.00	.02	.01	.34	.00	.00	.00	.01	.00	.07
GRADES 1-5 N= 43	.00	.03	.01	.02	.00	.17	.00	.00	.01	.01	.01	.08
MIGRANT STUDENTS												
GRADES 1-3 N= 21	.00	.00	.00	.00	.00	.05	.00	.00	.00	.00	.00	.11
GRADES 4-5 N= 14	.00	.03	.02	.01	.01	.25	.00	.00	.00	.00	.00	.07
GRADES 1-5 N= 35	.00	.01	.01	.00	.01	.13	.00	.00	.00	.00	.00	.09
LESA STUDENTS *												
GRADES 1-3 N= 21	.01	.02	.01	.04	.00	.25	.00	.01	.00	.01	.01	.05
GRADES 4-5 N= 15	.01	.05	.00	.04	.00	.20	.00	.00	.00	.02	.00	.08
GRADES 1-5 N= 36	.01	.04	.00	.04	.00	.22	.00	.00	.00	.01	.01	.07

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

Attachment 4
(continued, Page 16 of 33)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 3 OF 3

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	:00	:03	:00	:01	:01	:11	:08	:53	:09	:26	:04	3:31
GRADES 4-5 N= 53	:00	:02	:00	:01	:00	:06	:05	:55	:12	:13	:01	3:14
GRADES 1-5 N=114	:00	:03	:00	:01	:01	:09	:06	:54	:10	:20	:03	3:23
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	:00	:00	:02	:01	:00	:11	:04	:50	:20	:26	:02	3:32
GRADES 4-5 N= 11	:00	:01	:00	:03	:00	:09	:04	:59	:03	:18	:01	3:42
GRADES 1-5 N= 43	:00	:01	:01	:01	:00	:11	:04	:52	:16	:24	:02	3:34
MIGRANT STUDENTS												
GRADES 1-3 N= 21	:00	:00	:00	:00	:00	:03	:08	:10	:11	:15	:03	3:28
GRADES 4-5 N= 14	:00	:00	:00	:00	:00	:02	:06	:06	:12	:12	:02	3:40
GRADES 1-5 N= 35	:00	:00	:00	:00	:00	:03	:07	:08	:11	:14	:02	3:32
LESA STUDENTS *												
GRADES 1-3 N= 21	:00	:00	:00	:01	:00	:03	:13	:45	:06	:31	:03	3:41
GRADES 4-5 N= 15	:00	:00	:00	:01	:00	:01	:09	:55	:04	:17	:00	3:23
GRADES 1-5 N= 36	:00	:00	:00	:01	:00	:02	:12	:50	:05	:25	:02	3:34

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

LANGUAGE OF INSTRUCTION DURING
BASIC SKILLS INSTRUCTION

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 1 OF 3

STUDENTS	READING/LANGUAGE ARTS					MATH				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG
TITLE I STUDENTS *										
GRADES 1-3 N= 61	2:10	:09	:00	:00	:02	:38	:01	:00	:00	:00
GRADES 4-5 N= 53	1:54	:05	:01	:00	:00	:37	:00	:01	:00	:00
GRADES 1-5 N=114	2:02	:07	:01	:00	:01	:38	:01	:01	:00	:00
NON-TITLE I STUDENTS *										
GRADES 1-3 N= 32	2:14	:05	:00	:00	:01	:41	:00	:00	:00	:01
GRADES 4-5 N= 11	2:04	:01	:00	:00	:01	:45	:00	:00	:00	:00
GRADES 1-5 N= 43	2:11	:04	:00	:00	:01	:42	:00	:00	:00	:00
MIGRANT STUDENTS										
GRADES 1-3 N= 21	2:08	:22	:01	:00	:02	:35	:00	:00	:00	:00
GRADES 4-5 N= 14	2:14	:15	:02	:00	:00	:34	:00	:00	:00	:00
GRADES 1-5 N= 35	2:10	:19	:01	:00	:01	:35	:00	:00	:00	:00
LESA STUDENTS *										
GRADES 1-3 N= 21	1:59	:24	:01	:01	:01	:39	:04	:00	:00	:00
GRADES 4-5 N= 15	1:51	:16	:02	:00	:00	:41	:00	:04	:00	:00
GRADES 1-5 N= 36	1:56	:20	:01	:00	:00	:40	:02	:02	:00	:00

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 2 OF 3

STUDENTS	SOCIAL STUDIES					SCIENCE				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG
TITLE I STUDENTS *										
GRADES 1-3 N= 61	15	00	00	00	00	02	01	00	00	01
GRADES 4-5 N= 53	21	00	00	00	00	08	00	00	00	00
GRADES 1-5 N=114	18	00	00	00	00	05	01	00	00	00
NON-TITLE I STUDENTS *										
GRADES 1-3 N= 32	11	00	00	00	00	07	00	00	00	01
GRADES 4-5 N= 11	34	00	00	00	00	07	00	00	00	00
GRADES 1-5 N= 43	17	00	00	00	00	07	00	00	00	01
MIGRANT STUDENTS										
GRADES 1-3 N= 21	05	00	00	00	00	07	03	00	00	00
GRADES 4-5 N= 14	24	00	02	00	00	07	00	00	00	00
GRADES 1-5 N= 35	12	00	01	00	00	07	02	00	00	00
LESA STUDENTS *										
GRADES 1-3 N= 21	25	00	00	00	00	01	03	01	00	00
GRADES 4-5 N= 15	19	00	00	00	00	08	00	00	00	00
GRADES 1-5 N= 36	22	00	00	00	00	04	02	00	00	00

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 3 OF 3

STUDENTS	UNDETERMINED					ALL BASIC SKILLS AREAS				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG
TITLE I STUDENTS *										
GRADES 1-3 N= 61	:10	:01	:00	:00	:01	3:15	:12	:01	:00	:04
GRADES 4-5 N= 53	:06	:00	:00	:00	:00	3:06	:05	:02	:00	:00
GRADES 1-5 N=114	:08	:00	:00	:00	:00	3:11	:09	:01	:00	:02
NON-TITLE I STUDENTS *										
GRADES 1-3 N= 32	:10	:01	:00	:00	:00	3:23	:06	:00	:00	:03
GRADES 4-5 N= 11	:09	:00	:00	:00	:00	3:39	:01	:00	:00	:01
GRADES 1-5 N= 43	:10	:01	:00	:00	:00	3:27	:05	:00	:00	:02
MIGRANT STUDENTS										
GRADES 1-3 N= 21	:03	:00	:00	:00	:00	2:58	:26	:01	:00	:02
GRADES 4-5 N= 14	:00	:00	:00	:00	:02	3:19	:15	:04	:00	:03
GRADES 1-5 N= 35	:02	:00	:00	:00	:01	3:07	:21	:02	:00	:02
LESA STUDENTS *										
GRADES 1-3 N= 21	:01	:02	:00	:00	:00	3:05	:32	:02	:01	:01
GRADES 4-5 N= 15	:01	:00	:00	:00	:00	3:01	:16	:06	:00	:00
GRADES 1-5 N= 36	:01	:01	:00	:00	:00	3:04	:25	:04	:01	:00

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

INSTRUCTIONAL QUESTIONS DURING
BASIC SKILLS

(Page 1 of 2)

PUPIL ACTIVITIES RECORD - REVISED (PAR-A)
1978-1979

INSTRUCTIONAL QUESTIONS DURING BASIC SKILLS

STUDENTS	SCOPE OF QUESTIONS* NARROW NUMBER	NARROW PERCENT	BROAD NUMBER	BROAD PERCENT	CORRECTNESS OF RESPONSE* CORRECT NUMBER	CORRECT PERCENT	INCORRECT NUMBER	INCORRECT PERCENT
TITLE I STUDENTS +								
GRADES 1-3 N= 61	25	89.3%	3	10.7%	25	89.3%	3	10.7%
GRADES 4-5 N= 53	18	90.0%	2	10.0%	18	90.0%	2	10.0%
GRADES 1-5 N=114	22	88.0%	3	12.0%	22	88.0%	3	12.0%
NON-TITLE I STUDENTS +								
GRADES 1-3 N= 32	23	85.2%	4	14.8%	25	92.6%	2	7.4%
GRADES 4-5 N= 11	28	90.3%	3	9.7%	28	93.3%	2	6.7%
GRADES 1-5 N= 43	24	85.7%	4	14.3%	26	92.9%	2	7.1%
MIGRANT STUDENTS								
GRADES 1-3 N= 21	24	100.0%	0	0.0%	21	91.3%	2	8.7%
GRADES 4-5 N= 14	17	100.0%	0	0.0%	15	88.2%	2	11.8%
GRADES 1-5 N= 35	21	100.0%	0	0.0%	19	90.5%	2	9.5%
IESA STUDENTS +								
GRADES 1-3 N= 21	15	93.8%	1	6.3%	15	93.8%	1	6.3%
GRADES 4-5 N= 15	12	92.3%	1	7.7%	12	92.3%	1	7.7%
GRADES 1-5 N= 36	14	93.3%	1	6.7%	14	93.3%	1	6.7%

+ IESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

* ACTUAL NUMBER OF QUESTIONS AND ANSWERS MAY BE UNDERESTIMATED.
RESULTS ARE PRESENTED TO SHOW RELATIVE FREQUENCY OF BROAD AND NARROW QUESTIONS AND CORRECT AND INCORRECT RESPONSES.

Attachment 4
(continued, Page 24 of 33)

INSTRUCTIONAL TIME SPENT IN
GROUPS OF VARIOUS SIZES DURING BASIC SKILLS

(Page 1 of 2)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING BASIC SKILLS

STUDENTS	1	2-4	5-7	8-10	11-13	14 OR GREATER	AVERAGE SIZE OF GROUP
TITLE I STUDENTS *							
GRADES 1-3 N= 61	1:26	:17	:14	:08	:08	1:18	9.07
GRADES 4-5 N= 53	1:21	:21	:14	:07	:06	1:05	9.09
GRADES 1-5 N=114	1:24	:19	:14	:08	:07	1:12	9.08
NON-TITLE I STUDENTS *							
GRADES 1-3 N= 32	1:31	:15	:17	:09	:05	1:15	8.62
GRADES 4-5 N= 11	1:54	:03	:07	:08	:05	1:25	9.88
GRADES 1-5 N= 43	1:37	:12	:15	:09	:05	1:17	8.95
MIGRANT STUDENTS							
GRADES 1-3 N= 21	1:31	:24	:11	:04	:05	1:12	8.49
GRADES 4-5 N= 14	1:40	:27	:17	:05	:02	1:09	7.53
GRADES 1-5 N= 35	1:34	:26	:14	:05	:03	1:11	8.09
LESA STUDENTS *							
GRADES 1-3 N= 21	1:19	:19	:14	:06	:01	1:42	10.04
GRADES 4-5 N= 15	:59	:20	:20	:06	:09	1:29	10.73
GRADES 1-5 N= 36	1:11	:19	:16	:06	:04	1:37	10.31

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I.

INSTRUCTIONAL HOURS DURING
WHICH STUDENTS WERE IN CONTACT WITH (PERSON)

(Page 1 of 2)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH...

STUDENTS	CLASSROOM TEACHER	OTHER TEACHER	TITLE I OR MIGRANT TEACHER	COUNSELOR	TITLE I AIDE	OTHER AIDE	NO ONE
TITLE I STUDENTS *							
GRADES 1-3 N= 61	1:24	:13	:14	:00	:02	:02	1:36
GRADES 4-5 N= 53	:55	:14	:11	:00	:01	:01	1:52
GRADES 1-5 N=114	1:10	:13	:13	:00	:02	:02	1:43
NON-TITLE I STUDENTS *							
GRADES 1-3 N= 32	1:21	:20	:03	:00	:00	:05	1:43
GRADES 4-5 N= 11	1:14	:16	:02	:00	:00	:12	1:58
GRADES 1-5 N= 43	1:19	:19	:03	:00	:00	:07	1:46
MIGRANT STUDENTS							
GRADES 1-3 N= 21	1:22	:03	:16	:00	:00	:16	1:31
GRADES 4-5 N= 14	1:04	:11	:22	:00	:00	:09	1:54
GRADES 1-5 N= 35	1:14	:07	:19	:00	:00	:13	1:40
LESA STUDENTS *							
GRADES 1-3 N= 21	1:28	:16	:09	:00	:01	:09	1:38
GRADES 4-5 N= 15	:52	:14	:09	:00	:01	:05	2:01
GRADES 1-5 N= 36	1:13	:16	:09	:00	:01	:07	1:48

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

SCHOOL HOURS SPENT IN DIFFERENT
SCHOOL LOCATIONS

(Page 1 of 2)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

SCHOOL HOURS SPENT IN DIFFERENT SCHOOL LOCATIONS

STUDENTS	CLASSROOM	READING LAB	SCHOOL LIBRARY	OTHER *
TITLE I STUDENTS +				
GRADES 1-3 N= 61	4:32	:25	:06	1:28
GRADES 4-5 N= 53	3:58	:21	:07	2:04
GRADES 1-5 N=114	4:16	:23	:07	1:44
NON-TITLE I STUDENTS +				
GRADES 1-3 N= 32	4:42	:04	:08	1:36
GRADES 4-5 N= 11	4:42	:07	:02	1:38
GRADES 1-5 N= 43	4:42	:05	:07	1:37
MIGRANT STUDENTS				
GRADES 1-3 N= 21	4:33	:17	:10	1:31
GRADES 4-5 N= 14	4:16	:19	:09	1:46
GRADES 1-5 N= 35	4:26	:18	:09	1:37
LESA STUDENTS +				
GRADES 1-3 N= 21	4:30	:20	:09	1:31
GRADES 4-5 N= 15	3:51	:23	:13	2:03
GRADES 1-5 N= 36	4:14	:21	:11	1:45

+ LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

* ALL SCHOOL LOCATIONS OTHER THAN CLASSROOMS, READING LABS, AND LIBRARY. INCLUDES HALLWAYS, AUDITORIUM, LUNCHEON, RESTROOM, AND ART ACTIVITIES OUT OF THE CLASSROOM.

SCHOOL HOURS SPENT IN EACH ACTIVITY
BY STUDENTS OBSERVED - ACTIVITIES OTHER THAN
BASIC SKILLS/MAJOR CONTENT AREAS

(Page 1 of 2)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

	ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS								
	ART	MUSIC	P. E.	EXT. PE	LUNCH	BETWEEN CLASS	OTHER *	MGMT./ MISC.**	TOTAL
TITLE I STUDENTS *									
GRADES 1-3 N= 61	:13	:12	:14	:08	:32	:12	:05	1:23	2:59
GRADES 4-5 N= 53	:12	:11	:23	:04	:30	:12	:15	1:29	3:16
GRADES 1-5 N=114	:13	:12	:18	:06	:31	:12	:09	1:26	3:07
NON-TITLE I STUDENTS *									
GRADES 1-3 N= 32	:11	:15	:14	:06	:32	:10	:09	1:22	2:58
GRADES 4-5 N= 11	:14	:16	:15	:04	:29	:12	:08	1:10	2:48
GRADES 1-5 N= 43	:12	:15	:14	:06	:31	:11	:09	1:19	2:56
MIGRANT STUDENTS									
GRADES 1-3 N= 21	:13	:03	:09	:11	:31	:16	:09	1:31	3:02
GRADES 4-5 N= 14	:07	:18	:09	:22	:29	:16	:10	:59	2:51
GRADES 1-5 N= 35	:10	:09	:09	:16	:30	:16	:10	1:18	2:58
LESA STUDENTS *									
GRADES 1-3 N= 21	:11	:11	:15	:06	:34	:09	:03	1:20	2:48
GRADES 4-5 N= 15	:12	:12	:25	:05	:35	:10	:11	1:17	3:07
GRADES 1-5 N= 36	:11	:12	:19	:06	:34	:10	:06	1:19	2:56

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

* EXAMPLES OF OTHER ACTIVITIES ARE: SCHOOL ASSEMBLY, SESSION WITH COUNSELOR, SCHOOL FAIR.

** EXAMPLES OF MGMT./MISC. ARE: TRANSITIONAL ACTIVITY WITHIN THE CLASSROOM, ANNOUNCEMENTS, CLASSROOM MANAGEMENT BY TEACHER SUCH AS DISCIPLINARY ACTIVITIES AND GENERAL GIVING OF DIRECTIONS.

SCHOOL HOURS SPENT IN MANAGEMENT/
MISCELLANEOUS ACTIVITIES

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
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SCHOOL HOURS SPENT IN MANAGEMENT/MISCELLANEOUS ACTIVITIES

STUDENTS	DIRECTS *	CLEAN UP *	CLASS CONTROL *	TRANSITION *	OTHER *	TOTAL
TITLE I STUDENTS *						
GRADES 1-3 N= 61	:14	:03	:01	:24	:41	1:23
GRADES 4-5 N= 53	:13	:01	:02	:19	:54	1:29
GRADES 1-5 N=114	:13	:02	:01	:21	:47	1:26
NON-TITLE I STUDENTS *						
GRADES 1-3 N= 32	:10	:03	:01	:21	:47	1:22
GRADES 4-5 N= 11	:08	:00	:00	:21	:40	1:10
GRADES 1-5 N= 43	:10	:02	:01	:21	:45	1:19
MIGRANT STUDENTS						
GRADES 1-3 N= 21	:01	:02	:01	:34	:52	1:31
GRADES 4-5 N= 14	:01	:01	:01	:26	:31	:59
GRADES 1-5 N= 35	:01	:01	:01	:31	:44	1:18
LESA STUDENTS *						
GRADES 1-3 N= 21	:22	:03	:01	:18	:36	1:20
GRADES 4-5 N= 15	:18	:00	:01	:16	:42	1:17
GRADES 1-5 N= 36	:20	:02	:01	:17	:38	1:19

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

* DIRECTS: STUDENT IS LISTENING TO DIRECTIONS FROM TEACHER THAT ARE RELATED TO WHAT THE STUDENT IS TO DO RATHER THAN HOW TO DO IT.

CLEAN UP: STUDENT IS INVOLVED IN CLEAN UP ACTIVITIES SUCH AS THROWING AWAY PAPERS, WIPING DOWN TABLES, ETC.

CLASS CONTROL: TEACHER IS ENGAGED IN DISCIPLINARY ACTION WHICH AFFECTS THE STUDENT UNDER OBSERVATION SO THAT NO INSTRUCTIONAL ACTIVITY IN THE BASIC SKILLS/MAJOR CONTENT AREAS IS OCCURRING FOR THE STUDENT.

TRANSITION: STUDENT IS INVOLVED IN SHIFTING FROM ONE ACTIVITY TO ANOTHER. INCLUDES PUTTING UP MATERIALS, GETTING OUT MATERIALS, AND ALL LINE-UP TIME.

OTHER: STUDENT IS NOT INVOLVED IN INSTRUCTIONAL ACTIVITY FOR SOME REASON OTHER THAN THOSE LISTED IN THE FOUR SUBCATEGORIES ABOVE. INCLUDES ANNOUNCEMENTS, ROLL CALL, TAKING UP LUNCH MONEY, ETC.

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